

# NEW JERSEY DEPARTMENT OF EDUCATION

## OFFICE OF TITLE I



## 2015-2016 TITLE I SCHOOLWIDE PLAN\*

\*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: WOODBINE	School: WOODBINE
Chief School Administrator: DENNIS ANDERSON	Address: 801 Webster Street, Woodbine, NJ 08270
Chief School Administrator's E-mail: danderson@woodbine.capemayschools.com	Grade Levels: Grade Levels: PK, K, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>
Title I Contact: Anthony DeVico	Principal: Anthony DeVico
Title I Contact E-mail: adevico@woodbine.capemayschools.com	Principal's E-mail: adevico@woodbine.capemayschools.com
Title I Contact Phone Number: (609) 861-5174	Principal's Phone Number: (609) 861-5174

### Principal's Certification

**The following certification must be made by the principal of the school. Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Lynda Anderson-Towns

Principal's Name (Print)

Lynda Anderson-Towns

Principal's Signature

July 2, 2015

Date

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

### Critical Overview Elements

- The School held 4 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 4,425,059.00, which comprised 95.6 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 4,473,105.00, which will comprise 95.5 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Full-time Guidance Counselor	Student Behavior/Risk Factors - #34	Strengthening Social/Emotional Development		
Part Time Literacy Intervention Teachers	English Language Proficiency #3a	Improving Reading for Reg and Spec Ed students		
After School Program – Homework Club Summer	Closing the Achievement Gap #1	Homework/Tutoring Support in Math and Literacy		
Positive Behavior Support in Schools K-8	School Climate #38	Improving School Climate		
Common Core Alignment in Language Arts Literacy Grades 3-5	English Language Proficiency #5a	Improving Common Core Literacy Instruction		

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Reading Strategies for At-Risk and Struggling Students	English Language Arts Literacy PD # 1	Integrating Language Arts Strategies for Reluctant Readers		

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

*ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

### Stakeholder/Schoolwide Committee

**Select committee members to develop the Schoolwide Plan.**

**Note:** For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***\*Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Anthony DeVico	Administratiion - Vice Principal	Y	Y	Y	
Hector Cruz	Parent/ BOE	Y	Y	Y	
Victoria London	Parent/BOE	Y	Y	Y	
Chrissy Barry	Art Teacher	Y	Y	Y	
Celine Kaelble	Early Childhood Supervisor	Y	Y	Y	
Corey LaBov	Fourth Grade Teacher	Y	Y	Y	
Terry Petronis	Second Grade Teacher	Y	Y	Y	
Ralph Putiri	Special Needs Teacher	Y	Y	Y	
Sandy German	Paraprofessional	Y	Y	Y	

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### Stakeholder/Schoolwide Committee Meetings

**Purpose:**

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
	Library	Comprehensive Needs Assessment	Y		Y	
	Library	Schoolwide Plan Development	Y		Y	
	Library	Program Evaluation	Y		Y	

*\*Add rows as necessary.*

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

**What is the school's mission statement?**

At Woodbine Elementary School, we, the staff, strive to ensure that all students, with the support of, and in partnership with the community, will receive the opportunity to experience an educational program that is aligned with the New Jersey Common Core Standards, along with high expectations that will provide them with the academic, social, and moral skills necessary to achieve their personal and academic goals. We are dedicated to continuous improvement through innovation, collaboration, evaluation and self-reflection. We believe that students will develop the necessary tools to successfully continue their educational journey in an ever-changing world.

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of 2014-2015 Schoolwide Program \*

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? The school implemented the plan as described, including the implementation of a part-time guidance counselor.
2. What were the strengths of the implementation process? The strengths included ongoing feedback from our staff members, constant communication through faculty meetings and readjustment as needed throughout the school year.
3. What implementation challenges and barriers did the school encounter? This year, the largest challenge was the multi-session testing dates for the PARCC assessment; the scheduling impacted reading intervention blocks, professional development and guidance counseling sessions.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
  - Guidance Counselor – (S) Provided small group and conflict resolution time for students (W) Days were inconsistent and services were still needed on days the counselor was not on site.
  - Literacy Intervention – (S) Regular phonics/comprehension instruction in small group (W) Assessment needs to be strengthen to show growth.



## **SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

- Afterschool Program – Homework Club (S) Provided assisted teacher help in more rigorous math and literacy homework  
(W) Started late in the school year; needed smoother transition time to classrooms.
  - PBSIS Program – (S) Students’ and Staff’s familiarity with the program; reduction in behavioral referrals and increase in class time (W) – New training should be in place for new teachers and it is time for a Refresher Course for staff.
  - McRel’s Classroom Instruction that Works - (S) All participating teachers were exposed to the same “best practices” for engaged classrooms (W) Keeping the materials and routines in mind – as the year passed; keeping it in the “forefront”.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Stakeholder agreement was established in School Leadership council meeting following the recommendations of the Title I School wide Improvement committee.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff’s perceptions? Learning Surveys were distributed by the Administration to staff members; they identified the need for extra counseling support for the At-Risk students in order to reduce disruptions in the classrooms.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community’s perceptions? The perceptions of the community have been gauged by student participation in the After School Assistance Program (ASAP); through parent meetings with the Guidance Counselor to support pro-social behaviors/supplemental services; Title I Parent Meetings; and through attendance at School Leadership Council meetings. Parents also were given PBSIS School Climate Surveys, attended PBSIS

## **SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

ceremonies and were entered into a monthly gift card give-away. Intervention data was shared with parents during parent-teacher conferences and through Progress Reports and Report Cards. Additional social/emotional support was identified by the community as being needed on a daily and more consistent basis to service our many at-risk families.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? ASAP required parent permission forms, PBSIS, Title I Parent Meetings, and SLC meetings used a group format. Intervention conferences were held one-to-one with the teacher during parent-teacher conferences. PBSIS School Climate surveys were sent home and returned to school by parents.
9. How did the school structure the interventions? Small groups in reading and math were scheduled during the instructional day and within the summer school program. After school homework club was offered to all at-risk students as identified by teacher recommendation.
10. How frequently did students receive instructional interventions? Students received reading interventions multiple times per week, averaging three to four sessions. ELL students also received extra reading and writing support two days per week. Math groups were smaller in the middle school to facilitate more support for our at-risk learners. Those interventions were given on a daily and weekly basis throughout the school year.
11. What technologies did the school use to support the program? Smartboards, document cameras, laptops and iPads were used to increase interactivity and engagement of students.

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

12. Did the technology contribute to the success of the program and, if so, how? The technology, including Smart Boards, Doc Cameras and Laptops, contributed to the success of the program in that it increased student engagement and provided the teacher with an interactive option as an instructional modality. The technology helped with time on task and student engagement. Technology also provided the opportunity for students to research topics and practice skills essential for PARCC online testing

*\*Provide a separate response for each question.*

### Evaluation of 2014-2015 Student Performance

#### *State Assessments-Partially Proficient*

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	0	0	Resource Room ELA; small group instruction, ESL/Special Education pull-out; After School Assistance Program, Summer School	Interventions did not result in complete proficiency; but significant growth was shown towards proficiency
Grade 5	7	4	Resource Room ELA; small group instruction, ESL/Special Education pull-out; After School Assistance Program, Summer School	Interventions did result in increased proficiency
Grade 6	8	8	Resource Room ELA; small group instruction, ESL/Special Education pull-out; After School Assistance Program, Summer School	<ul style="list-style-type: none"> <li>• Small group instruction did not result in full proficiency because the students' point range was too low, but growth was shown.</li> <li>• ESL/Special Ed. pull-out: did not result in full proficiency because the students' point range was too low, but growth was shown.</li> <li>• ASAP – resulted in improved performance on report cards, but was not reflected in proficiency on NJ ASK</li> </ul>

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Grade 7	5	5	Resource Room ELA; small group instruction, ESL/Special Education pull-out; After School Assistance Program, Summer School	<ul style="list-style-type: none"> <li>Small group instruction did not result in full proficiency because the students' point range was too low, but growth was shown.</li> <li>ESL/Special Ed. pull-out: did not result in full proficiency because the students' point range was too low, but growth was shown.</li> <li>ASAP – resulted in improved performance on report cards, but was not reflected in proficiency on NJ ASK</li> </ul>
Grade 8	5	7	Resource Room ELA; small group instruction, ESL/Special Education pull-out; After School Assistance Program, Summer School	<ul style="list-style-type: none"> <li>Small group instruction did not result in full proficiency because the students' point range was too low, but growth was shown.</li> <li>ESL/Special Ed. pull-out: did not result in full proficiency because the students' point range was too low, but growth was shown.</li> <li>ASAP – resulted in improved performance on report cards, but was not reflected in proficiency on NJ ASK</li> </ul>
Grade 11	NA	NA	NA	
Grade 12	NA	NA	NA	

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	0	0	Revised Math Curriculum; ESL/Resource Room Math, reduced class size in math, ASAP, Summer School, Technology	Interventions did not result in complete proficiency; but significant growth was shown towards proficiency
Grade 5	5	3	Revised Math Curriculum; ESL/Resource Room Math, reduced class size in math, ASAP, Summer School, Technology	Interventions did result in increased proficiency
Grade 6	3	7	Revised Math Curriculum; ESL/Resource Room Math, reduced class size in math, ASAP, Summer School, Technology	<ul style="list-style-type: none"> <li>Small group instruction did not result in full proficiency because the students' point range was too low, but growth was shown.</li> <li>ESL/Special Ed. pull-out: did not result in full</li> </ul>

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				<p>proficiency because the students' point range was too low, but growth was shown.</p> <ul style="list-style-type: none"> <li>ASAP – resulted in improved performance on report cards, but was not reflected in proficiency on NJ ASK</li> </ul>
Grade 7	5	4	Revised Math Curriculum; ESL/Resource Room Math, reduced class size in math, ASAP, Summer School, Technology	<ul style="list-style-type: none"> <li>Small group instruction did not result in full proficiency because the students' point range was too low, but growth was shown.</li> <li>ESL/Special Ed. pull-out: did not result in full proficiency because the students' point range was too low, but growth was shown.</li> <li>ASAP – resulted in improved performance on report cards, but was not reflected in proficiency on NJ ASK</li> </ul>
Grade 8	5	7	Revised Math Curriculum; ESL/Resource Room Math, reduced class size in math, ASAP, Summer School, Technology	<ul style="list-style-type: none"> <li>Small group instruction did not result in full proficiency because the students' point range was too low, but growth was shown.</li> <li>ESL/Special Ed. pull-out: did not result in full proficiency because the students' point range was too low, but growth was shown.</li> <li>ASAP – resulted in improved performance on report cards, but was not reflected in proficiency on NJ ASK</li> </ul>
Grade 11	NA	NA		
Grade 12	NA	NA		

### Evaluation of 2014-2015 Student Performance Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	6	5	Instructional aides	Interventions showed slight improvement in

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				proficiency; ESL services may need to be extended to some students
Kindergarten	6	6	One-to one aide; reading intervention teacher	Interventions may have resulted in proficiency; students may have shown growth; NJ PASS have not been returned to the district.
Grade 1	3	3	ESL/Special Education Pull-out; small group; reading intervention teacher	Interventions may have resulted in proficiency; students may have shown growth; NJ PASS have not been returned to the district.
Grade 2	5	4	ESL/Special Education Pull-out; small group; reading intervention teacher	Interventions may have resulted in proficiency; students may have shown growth; NJ PASS have not been returned to the district.
Grade 9	NA	NA		
Grade 10	NA	NA		

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <u>did or did not</u> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	6	5	Instructional aides; technology	Interventions may have resulted in proficiency; students may have shown growth; NJ PASS have not been returned to the district.
Kindergarten	6	6	One-to one aide; reading intervention teacher; ESL pull-out	Interventions may have resulted in proficiency; students may have shown growth; NJ PASS have not been returned to the district.
Grade 1	3	3	ESL/Special Education Pull-out; small group; reading intervention teacher	Interventions may have resulted in proficiency; students may have shown growth; NJ PASS have not been returned to the district.
Grade 2	5	4	ESL/Special Education Pull-out; small group; reading intervention teacher	Interventions may have resulted in proficiency; students may have shown growth; NJ PASS have not been returned to the district.

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Grade 9	NA	NA		
Grade 10	NA	NA		

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Evaluation of 2014-2015 Interventions and Strategies

#### Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Small group reading instruction/pull-out; technology infusion	Yes	ELA report card grades improved	Above 50% of Special Needs reached ELA learning targets as compiled through SGOs. Sub-group was too small to be reported through ESEA.
Math	Students with Disabilities	Small group reading instruction/pull-out; technology infusion	Yes	Math report card grades improved	Above 50% of Special Needs students reached Math learning targets as compiled through SGOs. Sub-group was too small to be reported through ESEA.
ELA	Homeless	Alignment of curriculum with the New Jersey Common Core Standards; technology infusion	Yes	ELA report card grades improved	100% of the district's Homeless students moved up one DRA level. Sub-group was too small to be reported through ESEA.
Math	Homeless	Alignment of curriculum with the New Jersey Common Core Standards; technology infusion	Yes	Math report card grades improved	100% of Homeless students reached math Pre-Post assessments. Sub-group was too small to be reported through ESEA.
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Small group instruction/pull-out, curricular alignment with NJ Common Core	Yes	ELA report card grades improved	Above 50% of ELL students reached ELA learning targets as compiled through Holistic Scored Writing Assessments. Sub-group was too small to be reported through ESEA.



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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Standards; technology infusion			
Math	ELLs	Small group instruction, curricular alignment with NJ Common Core Standards; technology infusion	Yes	Math report card grades improved	Above 50% of ELL students reached Math learning targets as compiled through district pre/post Math Assessments. Sub-group was too small to be reported through ESEA.
ELA	Economically Disadvantaged	Small group instruction; technology infusion	Yes	ELA report card grades improved	Above 50% of Econ. Disadvantaged students reached ELA learning targets as compiled through Holistic Scored Writing Assessments.
Math	Economically Disadvantaged	Small group instruction; technology infusion	Yes	Math report card grades improved	Above 50% of Econ. Disadvantaged students reached Math learning targets as compiled through district math pre/post assessments.
ELA					
Math					

### Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Summer school and After School Assistance	Yes	Student participation/attendance	Increased scores as measured through ELA/ writing and DRA assessments. Over 80% of

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Program (ASAP)		sheets	students met or exceeded ELA SGO target scores.
Math	Students with Disabilities	Summer school and After School Assistance Program (ASAP)	Yes	Student participation/attendance sheets	Increased scores as measured through district pre and post tests. Over 80% of students met or exceeded Math SGO target scores.
ELA	Homeless	Summer school and After School Assistance Program (ASAP)	Yes	Student participation/attendance sheets	Increased scores as measured through writing and DRA assessments. Over 80% of students met or exceeded ELA SGO target scores.
Math	Homeless	Summer school and After School Assistance Program (ASAP)	Yes	Student participation/attendance sheets	Increased scores as measured through district pre and post tests.. Over 80% of students met or exceeded Math SGO target scores.
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Summer school and After School Assistance Program (ASAP)	Yes	Student participation/attendance sheets	Increased scores as measured through writing and DRA assessments. Over 80% of students met or exceeded ELA SGO target scores.
Math	ELLs	Summer school and After School Assistance Program (ASAP)	Yes	Student participation/attendance sheets	Increased scores as measured through district pre and post tests. Over 80% of students met or exceeded Math SGO target scores.
ELA	Economically Disadvantaged	Summer school and After School Assistance	Yes	Student participation/attendance	Increased scores as measured through writing and DRA assessments. Over 80% of

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Program (ASAP)		sheets	students met or exceeded ELA SGO target scores.
Math	Economically Disadvantaged	Summer school and After School Assistance Program (ASAP)	Yes	Student participation/attendance sheets	Increased scores as measured through district pre and post tests. Over 80% of students met or exceeded Math SGO target scores.
ELA					
Math					

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### Evaluation of 2014-2015 Interventions and Strategies

#### Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Classroom Instruction That Works Technology integrationist Continued alignment with NJ Common Core State Standards	Yes	Beginning and end of year assessments; holistic writing scores; use of instructional strategies/technology to increase student engagement through lesson planning	Increased scores as measured through writing and DRA assessments. Over 80% of students met or exceeded ELA benchmark assessments.
Math	Students with Disabilities	Classroom Instruction That Works Technology integrationist Continued alignment with NJ Common Core State Standards	Yes	Beginning and end of year assessments; holistic writing scores; use of instructional strategies/technology to increase student engagement through lesson planning	Increased scores as measured through district pre and post tests. Over 80% of students met or exceeded Math benchmark assessments.
ELA	Homeless	Classroom Instruction That Works Technology integrationist Continued alignment with NJ Common Core State Standards	Yes	Beginning and end of year assessments; holistic writing scores; use of instructional strategies/technology to increase student engagement through lesson planning	Increased scores as measured through writing and DRA assessments. Over 80% of students met or exceeded ELA benchmark assessments.
Math	Homeless	Classroom Instruction That Works Technology integrationist	Yes	Beginning and end of year assessments; holistic writing scores; use of instructional strategies/technology to increase student	Increased scores as measured through district pre and post tests. Over 80% of students met or exceeded Math benchmark assessments.

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Continued alignment with NJ Common Core State Standards		engagement through lesson planning	
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Classroom Instruction That Works Technology integrationist Continued alignment with NJ Common Core State Standards	Yes	Beginning and end of year assessments; holistic writing scores; use of instructional strategies/technology to increase student engagement through lesson planning	Increased scores as measured through writing and DRA assessments. Over 80% of students met or exceeded ELA benchmark assessments.
Math	ELLs	Classroom Instruction That Works Technology integrationist Continued alignment with NJ Common Core State Standards	Yes	Beginning and end of year assessments; holistic writing scores; use of instructional strategies/technology to increase student engagement through lesson planning	Increased scores as measured through district pre and post tests. Over 80% of students met or exceeded Math benchmark assessments..
ELA	Economically Disadvantaged	Classroom Instruction That Works Technology integrationist Continued alignment with NJ Common Core State Standards	Yes	Beginning and end of year assessments; holistic writing scores; use of instructional strategies/technology to increase student engagement through lesson planning	Increased scores as measured through writing and DRA assessments. Over 80% of students met or exceeded ELA benchmark assessments..

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Economically Disadvantaged	Classroom Instruction That Works Technology integrationist Continued alignment with NJ Common Core State Standards	Yes	Beginning and end of year assessments; holistic writing scores; use of instructional strategies/technology to increase student engagement through lesson planning	Increased scores as measured through district pre and post tests. Over 80% of students met or exceeded Math benchmark assessments..
ELA					
Math					

### Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities		Yes	Parent Sign-In Sheets; Parent Volunteer Roster	10% More of our Special Needs parents attended or participated in one out of the three activities..
Math	Students with Disabilities		Yes	Parent Sign-In Sheets; Parent Volunteer Roster	10% More of our Special Needs parents attended or participated in one out of the three activities..
ELA	Homeless	Increased Outreach for participation in Title I Parent Night, Strengthening Families	Yes	Parent Sign-In Sheets; Parent Volunteer Roster	10% More of our Special Needs parents attended or participated in one out of the three activities..

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		workshops and Read Across America activities.			
Math	Homeless	Increased Outreach for participation in Title I Parent Night, Strengthening Families workshops and Read Across America activities.	Yes	Parent Sign-In Sheets; Parent Volunteer Roster	10% More of our Special Needs parents attended or participated in one out of the three activities..
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Increased Outreach for participation in Title I Parent Night, Strengthening Families workshops and Read Across America activities.	Yes	Parent Sign-In Sheets; Parent Volunteer Roster	10% More of our Special Needs parents attended or participated in one out of the three activities..
Math	ELLs	Increased Outreach for participation in Title I Parent Night, Strengthening Families workshops and Read Across America activities.	Yes	Parent Sign-In Sheets; Parent Volunteer Roster	10% More of our Special Needs parents attended or participated in one out of the three activities..
ELA	Economically	Increased Outreach for participation in Title I	Yes	Parent Sign-In Sheets; Parent Volunteer Roster	10% More of our Special Needs parents attended or participated in one out of the

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disadvantaged	Parent Night, Strengthening Families workshops and Read Across America activities.			three activities..
Math	Economically Disadvantaged	Increased Outreach for participation in Title I Parent Night, Strengthening Families workshops and Read Across America activities.	Yes	Parent Sign-In Sheets; Parent Volunteer Roster	10% More of our Special Needs parents attended or participated in one out of the three activities..
ELA					
Math					



## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Principal's Certification

**The following certification must be completed by the principal of the school. Please Note:** Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Lynda Anderson-Towns  
Principal's Name (Print)

Lynda Anderson-Towns  
Principal's Signature

July 2, 2015  
Date

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

*ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "*

### 2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

#### Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	PARCC ELA – Grade 3	5% increase of the Grade 3 students will reach proficiency on 2014 -15 state assessment.
Academic Achievement - Writing		
Academic Achievement - Mathematics	PARCC Math – Grade 3	5% increase of the Grade 3 students will reach proficiency on 2014 -15 state assessment.
Family and Community Engagement		
Professional Development	SGO scores	80% of students will reach the targeted level of achievement on the annual student growth objective ( SGO).
Leadership		
School Climate and Culture	Student surveys; discipline data; attendance	Discipline referrals, specifically the suspension rate, will be reduced by five percent – to be directly impacted by the guidance counselor and the school wide Positive Behavior program.
School-Based Youth Services		
Students with Disabilities		
Homeless Students		
Migrant Students		

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
English Language Learners		
Economically Disadvantaged	Third MP Quarterly Report Card Homework Data	An increase of ten percent of grades 6-8 students will receive passing grades for Homework assignments.

### 2015-2016 Comprehensive Needs Assessment Process\* *Narrative*

1. What process did the school use to conduct its Comprehensive Needs Assessment? The Title I School Improvement team collected data from the School Climate survey, the learning survey, the parent survey as well as information and data from the School Leadership Council. The team scheduled a meeting in May, 2015 and charted out the highest areas of concern that affected school progress. Extensive discussion focused on the Subgroups and possible interventions that might be put in place to move these students to greater academic success.
2. What process did the school use to collect and compile data for student subgroups? We began by reviewing our school's ESEA profile and then we extracted each subgroup from our school's class list. The School Improvement team participated in a meeting in November, 2014 and March 2015 to create targeted goals for each subgroup. In addition, our school improvement team used data from the district's quarterly marking period collections.
3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? The state's ESEA reports are based upon reliable and valid measures set by the testing company; language arts and math benchmarks are based upon the publisher-based validity measures.

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

4. What did the data analysis reveal regarding classroom instruction? There is a need for more rigorous instruction in the Special Needs classes, specifically in the area of Language arts; in addition, attendance and students' emotionality affected overall performance.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? There is a need for more instruction that focuses on reaching at-risk readers. In addition, formal observations, lesson plans and instruction reflected a need for more PD in Differentiated Instructions.
6. How does the school identify educationally at-risk students in a timely manner? Teachers identify educationally at-risk students through analysis of test data (NJ ASK and in-house math and ELA benchmarks). Progress Reports and Report Cards are also reviewed by teachers and administration.
7. How does the school provide effective interventions to educationally at-risk students? The school uses the I & RS process to identify educationally at-risk students when referred by teachers. The I & RS team offers instructional strategies and monitors student progress throughout the year. In some cases referrals are made to the Child Study Team. Educational gaps are also identified by the staff and supported by the guidance counselors and the reading interventionist.
8. How does the school address the needs of migrant students? N/A
9. How does the school address the needs of homeless students? The homeless students were supported by after school tutoring, transportation and guidance sessions – as supported by the McKinney-Vento Homeless Grant.
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? The school holds grade level meetings for review of test data and to identify students who need to improve. The school has offered ongoing professional development in the development of SGOs, the upcoming PARCC and Common Core based assessments. We are working on re-formatting lessons that incorporate the new focus on informational texts, citing evidence from text, and complex texts and academic language for ELA. In math the new focus will be on thinking, linking, procedural skills, developing fluency, and applying math concepts.

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)**

**11.** How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? The school holds vertical articulation meetings for grades PK-2. Middle school teachers offer support and instruction in the areas of fifth grade math and science to help familiarize students with middle school expectations and to help students with transitioning from class to class. Cape May Vo-Tech and Middle Township High School representatives came to our school for an introduction to their school, which will become our receiving district for high school bound students. Students also submitted schedules to high school staff. Administration attended Strategic Planning meetings to help with gaining familiarity with the new receiving district. MTHS will also offer freshman orientation this summer. Finally, the administration attends the High School I&RS team meetings – regarding the transition of our 8<sup>th</sup> grade students.

**12.** How did the school select the priority problems and root causes for the 2015-2016 school wide plan? The school Title I School-wide team met on February 4, 2015 to discuss the priority problems and root causes for the 2015-2016 school wide plan based on the data collected from the NJ ASK tests, the ESEA report, district discipline attendance data, grade level meetings and teacher generated data in subject areas.

***\*Provide a separate response for each question.***

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### 2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Increase the reading levels of at-risk students in grades 3-5.	Classroom instruction that aligned with New Jersey Common Core Standards reflected a need for Differentiation, as observed by the Administration, reflected in quarterly report data and the lack of it in weekly lesson plans.
Describe the priority problem using at least two data sources	Grades 3-5 (at-risk) students continue to be challenged by the content area text materials, specifically non-fiction, as measured by the DRA & Reaching All Readers levels of the Special Needs and the Intervention students.	Data was extracted from an overview of teacher lesson plans and formal classroom observations.
Describe the root causes of the problem	<ul style="list-style-type: none"> <li>Lack of opportunities to practice and increase reading fluency.</li> <li>At-risk students seem to have more social/emotional challenges that interrupt their focus.</li> <li>District has to differentiate instruction in reach struggling readers.</li> </ul>	<p>The root cause is the lack of ongoing teacher training in the area of Differentiated Instruction in the context of Common Core Standards.</p> <p>The remaining root cause is the lack of common planning time as the teachers plan for more differentiated lessons.</p>
Subgroups or populations addressed	<ul style="list-style-type: none"> <li>Special Needs</li> <li>Economically Disadvantaged Students</li> <li>Hispanic</li> </ul>	<ul style="list-style-type: none"> <li>Special Needs</li> <li>Economically Disadvantaged Students</li> <li>Hispanic</li> </ul>
Related content area missed (i.e., ELA, Mathematics)	<ul style="list-style-type: none"> <li>Language Arts/ Science/Social Studies</li> </ul>	Language Arts/ Science/Social Studies
Name of scientifically research based intervention to address priority problems	<ul style="list-style-type: none"> <li>Reaching All Readers</li> <li>Guided Reading – Leveled Readers</li> </ul>	Differentiated instruction can be integrated in the Classroom; Differentiated Instruction – Edutopia; Multiple Intelligences, Howard Gardiner
How does the intervention align with the Common Core State Standards?	<ul style="list-style-type: none"> <li>Emphasis on small group instruction with integration of vocabulary student and informational text.</li> </ul>	<ul style="list-style-type: none"> <li>Emphasis on more rigorous text, while modifying the instructional delivery.</li> </ul>

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### 2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Improving School Climate	
Describe the priority problem using at least two data sources	The school climate surveys and the district's HIB data continues have decreased slightly, but more growth is needed.	
Describe the root causes of the problem	There is a need for more for: <ul style="list-style-type: none"> <li>• Problem solving skills</li> <li>• Communication Support</li> <li>• Conflict Resolution</li> </ul>	
Subgroups or populations addressed	<ul style="list-style-type: none"> <li>• Economically Disadvantaged Students</li> </ul>	
Related content area missed (i.e., ELA, Mathematics)	<ul style="list-style-type: none"> <li>• All Subject Areas</li> </ul>	
Name of scientifically research based intervention to address priority problems	Positive Behavior Support in School; School wide Morning Meetings; Individual/Small Group Counseling	
How does the intervention align with the Common Core State Standards?	Provides positive personality dispositions that encourage a focus on academics.	

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

*ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “*

### 2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Teaching Text Organization of Non-Fiction Text; Guided Reading	Classroom Teacher; Interventionist	40% of the Special Needs and ED students in Grade 3 End of Year Reading bench mark will reflect a five point improvement in the final grade score.	Improving Reading Comprehension in Kindergarten through Third Grade
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Teaching Text Organization of Non-Fiction Text; Guided Reading	Classroom Teacher; Interventionist	40% of the Special Needs and ED students in Grade 3 End of Year Reading bench mark will reflect a five point improvement in the final grade score.	Improving Reading Comprehension in Kindergarten through Third Grade
Math	Economically Disadvantaged				



## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Differentiated Instruction in Classroom Instruction.	Teachers	50% of the Special Needs and ED students in Grade 3-8 will reflect a five point improvement in their reading and math report grades.	Differentiated Instruction – Edutopia Multiple Intelligences by Howard Gardiner
Math					

*\*Use an asterisk to denote new programs.*

### 2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

*ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;*

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Homework Support to increase academic performance.	After School Program Coordinator	Ten percent increase in Homework completion for the Third MP Progress Notes.	For and Against Homework: ASCD
Math	Economically Disadvantaged				
ELA					
Math					

***\*Use an asterisk to denote new programs.***

### 2015-2016 Professional Development to Address Student Achievement and Priority Problems

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

**ESEA §1114 (b)(1)(D)** In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Teacher Training on reaching At-Risk Readers	Learning Consultant	50% of the Special Needs and ED students in Grade 3-8 will reflect a five point improvement in their reading and math report grades	Improving Reading Comprehension in Kindergarten through Third Grade.
Math	Economically Disadvantaged				
ELA					
Math					

***\*Use an asterisk to denote new programs.***

**24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation).** A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

## **SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

### **Evaluation of Schoolwide Program\***

**(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)**

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? The school district's Title I school wide committee will analyze the results of all programs – internally on a quarterly basis.
2. What barriers or challenges does the school anticipate during the implementation process? The barriers may be time to analyze the data – midway – to make adjustments to the programs. Additionally, getting funding for after school time and substitute teachers can also be a barrier.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? The administrators will share the data on the success of the program and provide materials/resources in order to ensure smooth implementation.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Staff Surveys are distributed at the end of the school year; results are shared in the May Faculty meeting.
5. What measurement tool(s) will the school use to gauge the perceptions of the community? ? Parent Surveys are distributed every year on new programs; results are shared on the district's website.
6. How will the school structure interventions? The interventions will be implemented in the fall, checked at mid year and evaluated in May, 2016.
7. How frequently will students receive instructional interventions? Students will receive interventions – school wide for positive behavioral programs and class counseling on a scheduled and on an “as needed” basis.

## **SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

8. What resources/technologies will the school use to support the schoolwide program? All staff members utilize Smart Boards for websites and webinars to support the district's program; all students from grades 3-8 utilize laptops to prepare for PARCC assessment.
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? The Title I School wide committee will review the State assessments, staff, parent and student surveys to determine the effectiveness of the new programs.

How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? All results will be shared in monthly faculty meetings as well as School Leadership Council and School Improvement Committee meetings.

***\*Provide a separate response for each question.***

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

### *ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services*

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

#### **2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems**

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities	<ul style="list-style-type: none"> <li>Bring Your Child to School Day – First Day Orientation</li> <li>Back to School Parent Night – Family Learning Night; Informational</li> </ul>	Principal Guidance Counselor	50% or better parent attendance at both events.	<ul style="list-style-type: none"> <li>PBSIS – Positive Behavior Program in Schools</li> </ul>
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> <li>Bring Your Child to School Day – First</li> </ul>	Principal Guidance	50% or better parent attendance at both events.	<ul style="list-style-type: none"> <li>PBSIS – Positive Behavior Program in Schools</li> </ul>

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Day Orientation <ul style="list-style-type: none"> <li>Back to School Parent Night – Family Learning Night; Informational</li> </ul>	Counselor		
Math	Economically Disadvantaged				
ELA					
Math					

*\*Use an asterisk to denote new programs.*

## **SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)***

### **2015-2016 Family and Community Engagement Narrative**

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? The family engagement programs share the school wide focus on improving classroom instruction, school climate and teacher-student connections.
2. How will the school engage parents in the development of the written parent involvement policy? ? Our district utilizes our PTA and involved parents to review and revise the Parent Involvement Policy.
3. How will the school distribute its written parent involvement policy? It is distributed in the school's Thursday Blue folder, the school's handbook and the district's website; in addition, it is distributed at the Back to School night and Conferences.
4. How will the school engage parents in the development of the school-parent compact? The district invites a cross section of parents to review and revise the school parent compact at the first Title I School wide meeting in early October; students and parents sign off during the first round of conferences.
5. How will the school ensure that parents receive and review the school-parent compact? They receive them at the first parent-teacher conference of the school year; parents not in attendance – theirs are sent home by mail, signed off and kept with the homeroom teacher.
6. How will the school report its student achievement data to families and the community? The district shares this information through our parent conferences, the Thursday Blue Folder and the district website – ( for general school performance).



## **SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)***

How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? We do not receive Title III funding.

7. How will the school inform families and the community of the school's disaggregated assessment results? The district shares this information through our parent conferences, the Thursday Blue Folder and the district website – ( for general school performance).
8. How will the school involve families and the community in the development of the Title I Schoolwide Plan? The School wide plan is partnered with the Early Childhood program and the School Improvement Committee – parents are invited to sign up throughout the school year. Three meetings are scheduled to analyze data, create an Action Plan and then revise it as needed.
9. How will the school inform families about the academic achievement of their child/children? The district shares this information through our parent conferences, school evening programs, the Thursday Blue Folder and the district website – ( for general school performance).
10. On what specific strategies will the school use its 2015-2016 parent involvement funds? We utilized our Parent Involvement funds for publicity and mailings for Strengthening Families programs, as well as HIB parent information nights.

***\*Provide a separate response for each question.***

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

### *ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.*

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

#### Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	
	35	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	3	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	100%	
	7	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	

\* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

## **SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)***

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<ul style="list-style-type: none"><li>• The district does offer a New Teacher Mentoring Program that allows our novice teachers to meet four times - full day using Harry Wong's "First Days of School" text facilitated by a consultant.</li><li>• The school is heavily based in the community – with small class sizes and a moderate infusion of technology.</li><li>• All teachers receive their own laptop as well as the option to send their K-8 children to our school.</li></ul>	Principal Teaching Consultant Technology Coordinator